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ABSTRACT

Two questions were examined in this study: (1) Do symbolic interaction and social learning processes independently contribute to adolescents' self-esteem? and (2) If they do, what is the relative magnitude of their contribution? Data for the investigation were gathered through self-report questionnaires. Fourteen to 18-year-old adolescents, and their parents, comprising a stratified random sample of 184 families, reported on parental behavior, parental power, and self-esteem. Specific variables studied were social worth, self-derogation, positive self-esteem and social competence. Multiple regression and the multiple correlation coefficient were the statistical procedures employed. Comparisons were made of all 16 possible specific variable and parent/child combinations. In nine of the 16 dyad-variable comparisons, the multiple partial correlation coefficient for the symbolic interaction variables was stronger than those representing the social learning variables. This suggests that at this time in the child's life his/her self-esteem is more a function of social interaction and the reflected appraisals of significant others, than of his/her modeling of the parent's self-esteem. In 10 of the 16 dyad-variable comparisons social learning variables were related significantly and independently to self-esteem. However, in only two of the 16 comparisons were the social learning variables found to have had the greater relative effect. (Author/RH)

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SOCIALIZATION AND SELF-ESTEEM: A TEST OF SYMBOLIC INTERACTION AND SOCIAL LEARNING EXPLANATIONS*

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ABSTRACT

Two popular explanations of the development of self-esteem were investigated and compared with special attention focusing on the relative influence and magnitude of each explanation on the adolescents self-esteem. A crucial aspect of the study focused upon determining the relative influence of the selected variables, within social learning theory and symbolic interaction, upon four dimensions of self-esteem. A stratified random sample of 184 families with adolescents was taken. Self-report data was gathered from this sample. Multiple regression and the multiple correlation coefficient were the statistical procedures employed. Results indicate that the various dimensions of self-esteem were differentially affected by the cluster of variables composing the two theoretical positions. Along some dimensions of self-esteem, the variables of both theories were significantly contributing to the explained variance thus, indicating that perhaps a model comprising the variables of both theories would contribute more to our understanding of self-esteem than that which we obtain from bivariate analysis.

SOCIALIZATION AND SELF-ESTEEM: A TEST OF SYMBOLIC INTERACTION AND SOCIAL LEARNING EXPLANATIONS

Two contemporary theoretical explanations, symbolic interaction and social learning, give emphasis to differing processes to account for the development and maintenance of self-esteem. Symbolic interaction focuses on learning that takes place through the child's perception of the parent's appraisal of the child's inherent worth. Theory and research support the proposition that the child's self-esteem is a function of the reflected appraisal of the child's worth, which occurs during the course of parent-child interaction (Becker, 1964; Coopersmith, 1967; Couch, 1958; Gecas et al., 1974; Kemper, 1966; Mead, 1934). In contrast, social learning theory emphasizes vicarious or observational learning as a condition under which the child may adopt as his own, the characteristics of another person. Theory and research in the social learning tradition have supported the proposition that the child's self-esteem is positively related to the parent's self-esteem (Bandura, 1977, 1969; Bandura and Kupers, 1964; Bandura and Walters, 1963; Gecas, et al., 1974).

Although the available research indicates that both theoretical explanations are viable, previous research has not clarified the independent contributions of these two socialization processes. Thus, this study

utilizes multiple regression and the multiple partial correlation coefficient to address the issue of the independent contribution and the relative magnitude of effect the variables of each theoretical explanation have on the child's self-esteem.

THEORETICAL RATIONALE

Symbolic Interaction

Two classes of parental behavior, support and control attempts, have been repeatedly indentified in parent-child literature as important in accounting for the socialization influence parents have on their children (Becker, 1964; Cohen, 1972; Goshen-Gottstein, 1975; Loeb, 1973; Lumpkin, 1973; Ortiz, 1973; Rollins and Thomas, 1975, 1979; Thomas et al., 1974). Researchers and theorists working from symbolic interaction theory have assumed that parental supportive behavior--behavior "characterized by nurturance, warmth, approval and other positive sentiments from the parent to the child" (Ellis, et al., 1976:713)--transmits to the child information pertaining to the child's inherent worth (Gecas, 1972; Rollins and Thomas, 1979; Thomas et al., 1974). The information transmitted confirms in the child's own mind that his parents accept him as a competent, effective and worthwhile individual (Thomas et al., 1974). It logically follows that as a parent responds to a child in supportive ways, that that child will feel as though he is a worthwhile individual with a capability of acting upon and/or reacting to his

immediate environment (Rollins and Thomas, 1979:350-351). Thus, parental support should be positively related to the child's self-esteem (Bachman, 1970; Becker, 1964; Coopersmith, 1967; Fitts, 1972; Gecas, 1971, 1972; Rollins and Thomas, 1979; Rosenberg, 1965, 1979; Thomas et al., 1974; Wiener, 1973).

It can also be deduced from symbolic interaction that parental behavior which reflects the parents' belief in and approval of the child's problem-solving capacity, the child's ability to evaluate the consequences of the behavior and to make a decision based upon the evaluation, facilitates the child's development of a perspective of himself/herself which is consistent with the parents' reflected appraisal. In addition, the child's feelings of worth and competence are enhanced (Rollins and Thomas, 1979:350-352). This method of parental control attempt has been called induction and is defined as control attempts of the parent embedded in an informational matrix attempting to point out to the child the consequences that a given behavior will have either for the child or some other person (Rollins and Thomas, 1979). Thus, it follows that there should be a positive relationship between parental induction and the child's self-esteem (Coopersmith, 1967).

From a symbolic interaction perspective, coercive parental behavior, which is defined as parental control attempts utilizing social status or physical strength

differentials to elicit the desired behavior, reflects to the child a meaning that should be the opposite from the meaning derived from induction. Coercion reflects inadequacy to the child since the parent must control the child's behavior, thereby signifying incompetence and ineffectiveness in interaction with the environment (Rollins and Thomas, 1979:352). Thus, both empirically and theoretically parental coercion should be negatively related to self-esteem in children (Coopersmith, 1967; Samuels, 1969).

Social Learning

The two central concepts tying vicarious learning to the development and maintenance of the self-esteem are identification and self-regulation (Bandura, 1969, 1977). Identification is seen as one type of imitation, which in turn is a vicarious process (Bandura, 1969:119). In identifying with a parent, a child accepts as his own the attitudes and standards of behavior observed in the parent. As Bandura notes, ". . . children tend to adopt evaluative standards, and reinforce themselves accordingly" (1977:134).

Self-regulation refers to the process of judging one's behavior either negatively or positively (Bandura, 1977:130). Encompassed within the general process of self-regulation is self-reinforcement; the mechanism that links social learning to self-esteem (Bandura, 1977, 1969; Gecas et al., 1974). Bandura states that "People generally adopt the standards of self-reinforcement exhibited by exemplary models,

evaluate their own performances relative to that standard, and then, as their own reinforcing agents, reward themselves according to the internalized standards" (1969:33). "Actions that measure up to internal standards give rise to positive self-appraisal, while those that fall short are judged negatively" (Bandura, 1977:131). It follows, assuming that children internalize as their own the standard of self-reinforcing behavior observed in their parents, that there should be a positive correlation between the parent's self-esteem and the child's self-esteem.

In addition to a positive correlation between characteristics of the model and the child's characteristics, social learning theory suggests that parental power and support differentials may influence imitation and identification of a particular parent (Bahr et al., 1974; Bandura and Walters, 1963; McDonald, 1977; Mussen and Rutherford, 1963; and Rollins and Thomas, 1979). Maccoby and Jacklin (1976:182) in an overview of the existing data on power find that, "It has been clearly demonstrated that children will imitate the more dominant powerful figure when more than one model is available." In reference to support, Bandura and Huston (1961) contend that children who have experienced support from the model are more apt to imitate the model, thereby facilitating vicarious learning of those parental attributes characteristic of self-esteem.

In summary, social learning theory posits a direct

effect on the child's self-esteem from the parents' self esteem. In addition, the theoretical model specifies two significant interaction terms; viz. parental self-esteem interacting with parental power and parental support. Figure 1 presents the basic relationships posited in the two theoretical explanations.

Figure 1 About Here

TESTING THE TWO THEORETICAL EXPLANATIONS

The method most frequently utilized by researchers to account for observed variation in self-esteem has been bivariate analysis (Gecas, 1971, 1972; Gecas et al., 1974; Franks and Morrola, 1977; Wylie, 1974, 1979). The nature and complexity of self-esteem, however, argues against the dependence upon bivariate correlation as the primary mode of describing social reality. Bivariate analysis oversimplifies social reality and adds little, if any, additional knowledge to the theory under investigation (Wylie, 1974, 1979).

The above conclusion is logical when considering the fact that the variance accounted for in a single bivariate relationship is usually minimal, thus, leaving a large percentage of the variance unexplained. Also, the researcher/theorist remains unaware of whether the variance accounted for with one or more independent variables is shared variance. An additional problem

inherent in the use of bivariate relationships, stems from the fact that there is less control over random and systematic error than if multivariate relationships were studied (Duncan, 1973). Thus, the interpretation of the variance accounted for by the independent variable is clouded. Multivariate analysis can eliminate some of the correlation between the independent variable and the error term by controlling for the influence of other independent variables (Duncan, 1973).

Multivariate analysis also affords researchers the opportunity to investigate the multiple relationships between one dependent variable and a cluster of variables representing one particular theoretical orientation, such as symbolic interaction, while controlling for the influence of another cluster of variables which may represent another theoretical orientation, such as social learning theory (Namboodri et al., 1975). The proportion of variance in the dependent variable that can be accounted for by one cluster of variables after allowing the other cluster of variables to account for all it can, is helpful to the researcher/theorist to more accurately assess the relative utility of either theory. The desirability of examining the multiple relationship is especially evident when it can be assumed that the processes purported by the various theoretical orientations are both very likely occurring in the real world.

It is the assumption of this research that both processes, symbolic interaction and social learning,

are occurring in the real world and that both are influencing the child's self-esteem. The question which has not been previously addressed, and therefore examined in this study, is whether or not the two processes, symbolic interaction and social learning, are independently contributing to the child's self-esteem and if they are, what is the relative magnitude of their contribution.

METHOD

Sample

The sample used in this study was a stratified random sample of families from the identified population of 13,100 junior and senior high school students of the Salt Lake Metropolitan School District. In order to be included in the sample, families had to: 1) be intact families with a father and mother; 2) have at least two adolescents in the age range of 14-18 years with one adolescent attending junior high school and another adolescent attending high school; and 3) be of normal intellectual, emotional and social capacity. This left a total of 787 families or 1,574 teenagers that qualified for the present study.

The 787 families of the identified adolescents were classified into four criterion types of strata as follows: 1) families with two male adolescents (206); 2) families with two female adolescents (189); 3) families with an oldest male adolescent a youngest female adolescent (196); and 4) families with an oldest female adolescent

and youngest male adolescent (196).

Eighty-seven families within each type were randomly selected and were asked to participate in the study. Of the 348 sampled families, 184 (53%) families approximately balanced according to the four family types, agreed to participate in and produced usable data for the study. They were predominately large ($\bar{X}$ = 5 children), middle class ($\bar{X}$ education = 13 years for mothers, 15 years for fathers) families.

Procedure

The data for the investigation were gathered with self-report questionnaires that responded to by 368 adolescents and their parents. Measures of the dimensions of parental behavior, parental power and self-esteem were assessed with self-report questionnaires that were administered by two experimenters in the subjects' homes. The questionnaires were filled out by the parents and children in separate rooms which allowed adolescents to express their privately held attitudes without being monitored by their parents.

Self-Report Measures

The development of the self-report instruments for parental behavior, parental power, and self-esteem involved both the construction of new items or, in most instances, the refinement of previously established instruments. Principle components factor analysis

with orthogonal rotation was applied to sets of newly contructed items intended to index parental behaviors, parental power, and self-esteem. For each identified factor, an internal consistency reliability coefficient, frequently referred to as "Cronbach's Alpha", was calculated (Bohrnstedt, 1971) from item responses with factor loadings of .40 or above. Factor scores for individual respondents on each dimension were used in the analysis and obtained by weighting the raw scores with the appropriate factor score coefficients. The factors used in the present investigation demonstrated structural equivalence for males and females and for parents and adolescents.

The self-report parental behaviors in this research were selected from a 16 factor solution to an 80 item revision of Schaefer's (1965) Parent Behavior Inventory. Factor analysis had previously been used to reduce the original 192 item inventory to 55 items. In the present study, these items were combined with a nine item scale constructed from another factor analytic study comparing the Heilbrun and Cornell measures of parental support (Ellis, et al., 1976). An additional 16 items were developed through a series of pilot studies on an initial set of 64 items designed to measure parental induction. The resulting parental behavior inventory of 80 items was designed to measure a wide variety of parental behaviors among which were support, induction, and coercion. The factors for these three dimensions had respective

internal consistency reliability coefficients of .76, .86, and .85.

Expert, legitimate and reward dimensions of parental power were identified from a six factor solution of responses to 27 items which assessed the adolescents' perception of their parents' potential to influence them (French and Raven, 1959, 1962; Smith, 1970). The items requested adolescents to assess their parents' potential influence in areas such as future occupational goals, educational matters and relations with the opposite sex. Internal consistency reliability coefficients for expert, legitimate and reward power were .79, .76, and .66, respectively.

Adolescent self-esteem was assessed by a scale of 11 Likert-type items modified from Osgood's (1973) semantic differential, similar to those used by Gecas (1971) and Thomas et al., (1974), and 10 Likert-type items from the Rosenberg Self-Esteem Scale (1965). Items from the modified version of the Osgood Semantic Differential and those from the Rosenberg Self-Esteem Scale were analyzed using principle component factor analysis. Factor analysis yielded a five factor solution with the resulting dimensions being identified as positive self-esteem, social competence, self-derogation and social worth. The fifth factor was uninterpretable due to its heavy loading on generation (i.e. whether it was a parent or adolescent responding). The factors for the four

dimensions of self-esteem had respective internal consistency reliability coefficients of .80, .71, .72, and .74.[1]

ANALYSIS

The intent of this research was to examine the multiple relationship between the child's self-esteem (Y) and a cluster of variables (x_1, x_2, x_3) representing the symbolic interaction explanation, controlling for another cluster of variables (z_1, z_2, z_3) representing the social learning explanation, and vice versa. The desired quantity, obtained when a full model comprised of the variables from each of the theoretical explanations was compared with a restricted model which included only the control cluster, was the proportion of variance in Y accounted for by one cluster after the other cluster has been allowed to account for all that it can (Namboodri et al., 1975:189).

The square root of the proportion of variance in Y was the multiple partial correlation coefficient. Though not commonly used in the social sciences, the multiple partial addresses the question: What is the relative effect of the symbolic interaction cluster and the social learning cluster on self-esteem?

The decision to reject the null hypothesis, that the multiple partial was zero, and conclude that the theoretical explanation under investigation had a significant effect on the child's self-esteem, is based on the work of

Namboodri et al., 1975.

The uniqueness of this analysis was particularly evident when it was determined that both clusters of variables were related significantly to the child's self-esteem. When both clusters of variables were significantly influencing the child's self-esteem it was of theoretical importance to determine which cluster of variables had the greater relative effect. The determination as to which had the greater relative influence, was based on an examination of the multiple partial correlation coefficient. The cluster of variables having the greater relative influence was the cluster with the largest multiple partial. No test of significance between two multiple partials was available. The decision as to which had the greater relative influence was a subjective decision based upon inspecting the difference between the two multiple partials in absolute values.

RESULTS

Social Worth

Parent-son dyads (Table 1). Findings pertaining to the father-son dyad indicated that only symbolic interaction variables were related significantly to the son's social worth ($F=11.11$, $p<.001$). Thus, symbolic interaction variables were positively influencing the child's self-esteem whereas the social learning variables had little or no influence.

In the mother-son dyad an F of 19.44 ($p<.001$) was obtained when the symbolic interaction variables were compared to the full model. Social learning variables resulted in an F of 10.19 ($p<.001$). In as much as the variables of both explanations were related significantly to the child's self-esteem, it was concluded that both symbolic interaction and social learning variables needed to be retained in order to explain the phenomena. In determining which process had the greater relative influence, an examination of the multiple partial was made. The findings of this examination indicated that symbolic interaction variables accounted for 15.91 percent of the variation left unaccounted for by social learning variables, whereas the social learning variables accounted for 14.67 percent of the variation. The conclusion was that both processes were independently contributing to the overall variance, however, the symbolic interaction variables had a greater relative magnitude of effect.

Parent-daughter dyads (Table 1). In the father-daughter dyad, the symbolic interaction variables ($F=5.86$, $p<.01$) and the social learning variables ($F=4.18$, $p<.01$) were related significantly to the full model. These findings suggest that both clusters of variables were independently contributing to the overall variance of this dimension of self-esteem. Although the variables representing both theoretical explanations were found to be independently contributing to the daughter's

social worth, the relative effect of the symbolic interaction variables (.0897) was greater than that of the social learning variables (.0658).

The findings in the mother-daughter dyad were similar to those in the father-daughter dyad; symbolic interaction variables ($F=16.22$, $p<.001$), as well as the social learning variables ($F=12.61$, $p<.001$) were related significantly to the full model. The variables representing symbolic interaction (.2169) had a greater relative magnitude of effect than did those representing social learning (.1772).

Self-derogation

Parent-son dyads (Table 1). When the separate explanations were examined, only the symbolic interaction variables ($F=6.80$, $p<.001$) were found to be accounting for a significant proportion of the variance in the full model along the father-son dyad. Thus, symbolic interaction variables were found to be influencing self-derogation.

In the mother-son dyad, symbolic interaction variables ($F=9.93$), as well as those of social learning theory ($F=6.38$), were found to be significant at the .001 level. The multiple partial correlations indicated that symbolic interaction variables accounted for 14.29 percent of the unexplained variance, whereas social learning variables accounted for 9.7 percent of the remaining variance.

Even though both models were related significantly to the full model and were independently contributing to the overall variance, the multiple partial correlation indicated that symbolic interaction variables had the greater relative effect.

Parent-daughter dyads (Table 1). Symbolic interaction and social learning variables accounted for a significant proportion of the variance in the full model across both parent-daughter dyads. In the father-daughter dyad the F values obtained for symbolic interaction and social learning variables were 19.27 ($p<.001$) and 14.46 ($p<.001$), respectively. Examination of the multiple partial correlation coefficients indicated that the symbolic interaction variables had the greater relative effect and accounted for 24.49 percent of the unaccounted variance, whereas social learning variables accounted for 19.56 percent.

In the mother-daughter dyad, symbolic interaction and social learning variables had an F of 4.96, suggesting thereby, that the variables of both theoretical explanations were related significantly to the daughter's self-derogation. In addition, both processes had the same magnitude of effect (.0769).

Positive Self-Esteem

Parent-son dyad (Table 1). An examination of the results for the father-son dyad with this dimension of self-esteem, suggests that only the social learning variables had a significant effect on the son's positive

self-esteem ($F=5.21$, $p<.01$).

In the mother-son dyad, a comparison of the symbolic interaction and social learning variables against the full model resulted in F's of .61 ($p>.05$) and 1.86 ($p>.05$), respectively. These findings suggested that the variables of these theoretical explanation were not contributing to the overall variance.

Parent-daughter dyad (Table 1). In the father-son dyad, the F for the symbolic interaction variables was 6.94 (p .01), whereas it was 4.17 (p .01) for the social learning variables. In addition, it was concluded that the symbolic interaction variables were contributing more to the overall variance (10.4%) than were the social learning variables (6.5%).

In the mother-daughter dyad, the F obtained when comparing symbolic interaction variables against the full model was 5.55 (p .01), while that of social learning theory was 2.08 (p .01). Analysis of the multiple partial indicates that symbolic interaction variables had a greater relative effect (.085) than did the social learning variables (.034).

Social Competence

Parent-son dyad. The F value obtained for each of the theoretical explanations was 1.23 ($p>.05$) for the father-son dyad. In other words, neither set of variables were related significantly to the son's social competence.

Both symbolic interaction variables ($F=10.37$, $p<.001$), as well as those of social learning ($F=13.33$, $p<.001$), were found to have an independent and significant effect on social competence in the mother-son dyad. The multiple partial correlation, however, indicated that the social learning variables had the greater relative effect.

Parent-daughter dyad (Table 1). Social competence was not effected by the variables of either theoretical explanation, in either of the parent-daughter dyads.

DISCUSSION

The Effect of Symbolic Interaction And Social Learning Variables On Dimensions Of Self-Esteem

In 9 out of 16 dyad-dimension comparisons, when the restricted models were tested against the full model, the variables of both theoretical explanations were related significantly to dimensions of self-esteem. These findings suggest that both socialization processes were independently contributing to the development and maintenance of the child's self-esteem or self-derogation. Thus, it follows that an examination of the antecedents of self-esteem from one theoretical perspective, while excluding the other, limits our understanding of the phenomena by decreasing the explanatory power of the theory. This research posits that it is more important

to combine the two theoretical explanations into one theoretical framework, than it is to examine the development and maintenance of self-esteem from one theoretical perspective. The logic of this supposition is consistent with the notion that children vacillate in their use of mirroring and modeling during various stages of their life.

The combining of the two theoretical explanations into one framework is necessary if we are to formulate a more comprehensive theory of self-esteem.[2] The

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Figure 2 About Here

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combination alone, however, does not provide a sufficient explanation of the influence these two socialization processes have on self-esteem, particularly when both are independently contributing to the overall variance. Only when the relative effect that these processes have on the various self-esteem dimensions is examined, can a clear and concise understanding of self-esteem be obtained.

In 9 out of 16 dyad-dimension comparisons, the multiple partial correlation coefficient for the symbolic interaction variables was stronger than those representing the social learning variables. That is, the relationship between the parents' evaluation of the child, as reflected in the course of parent-child interaction, and the child's self-evaluation was stronger than the parents' self-

evaluation and the child's self-evaluation. In general, this suggests that at this particular time in the life of the child, the child's self-esteem is more a function of social interaction and the reflected appraisals of significant others, than modeling the parent's self-esteem. This should not be construed to mean that social learning theory adds nothing to our explanation, because in 10 out of 16 dyad-dimension comparisons these variables were related signficantly and independently contributing to self-esteem. However, in only 2 out of 16 dyad-dimension comparisons were the social learning variables found to have had the greater relative effect.

Towards theory. Theory must provide researchers with knowledge and ideas that will guide research. In turn, research must validate theoretical suppositions. If theory and research proceed simultaneously, then a theoretical framework will be developed which will identify not only the antecedents of self-esteem, but also, the conditions under which the antecedents account for observed variation.

As suggested in this research, the nature and complexity of self-esteem cannot be adequately dealt with from any one single conceptual framework. If observed variation in this phenomena is to be accounted for, then it is inevitable that a theoretical framework which integrates the concepts and variables from two or more frameworks be constructed (see Figure 2). Movement towards a middle-

range theory has been suggested in this research, as well as that of others (Cottrell, 1969; Gewirtz, 1969; Openshaw, 1978; Rollins and Thomas, 1979). A middle-range theory of self-esteem may facilitate a more comprehensive understanding of the construct. In addition, a middle-range theory would be more functional because it is more generalizable. That is, it is reasonable to assume that a middle-range theory, comprised of the two theoretical explanations used in this study, could be used to explain other social phenomena, as well as, self-esteem.

The validation of theoretical assumptions necessitates the development of methodological procedures consistent with the complexity of the conceptual framework. It is not sufficient to investigate the antecedents of self-esteem with bivariate analysis. Bivariate analysis is problematic because it oversimplifies social reality and exaggerates the true relationship between the dependent and independent variables (Duncan, 1973). With theory and research consistent with social reality, a more comprehensive understanding of self-esteem can be acquired.

FOOTNOTES

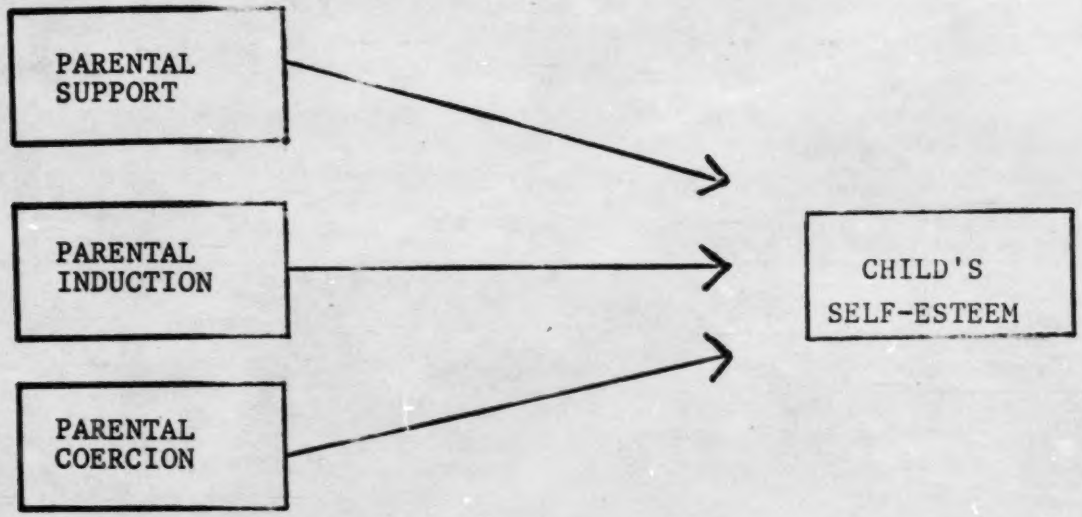
[1] Items from a modified version of the Osgood Semantic Differential and items from the Rosenberg Self-Esteem Scale were factor analyzed and yielded a five factor solution (Openshaw, 1978):

1. Positive Self-Esteem, refers to an individual who values himself as a person of worth, who possesses a number of good qualities and, in general, perceives his attributes and abilities as being comparable with his peers;
2. Social Competence, the free exercise of dexterity and intelligence in the formulation and completion of tasks;
3. Self-Derogation, depicts the characteristics of self-devaluation and degradation of one's abilities, attributes and potentiality;
4. Social Worth, is defined as possessing the attributes of sociability and inherent worth, i.e., sociable, friendly, happy, and good; and
5. The fifth factor was discarded because of its heavy generation of respondent loading.

[2] For this paper a more general theoretical model is proposed, however, it should be noted that the influence of a particular variable on a given dimension of self-esteem is contigent upon the sex of the parent and the sex of the child.

Figure 1

Symbolic Interaction



Social Learning

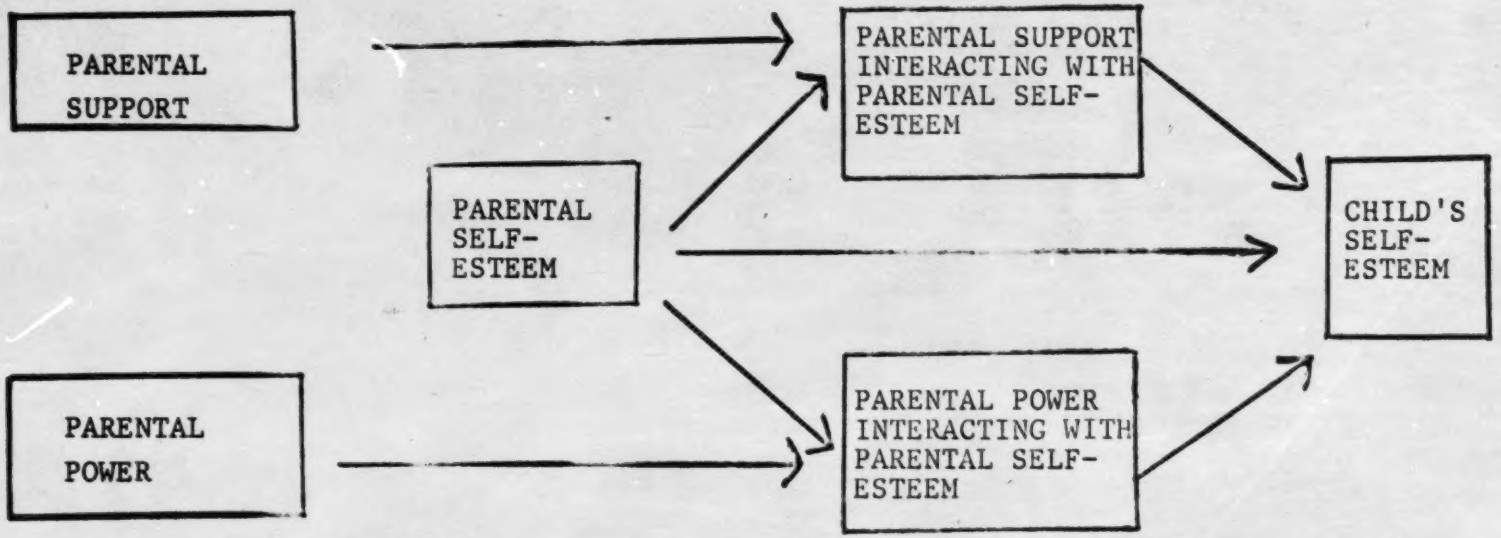


Figure 2

Integrated Theoretical Framework

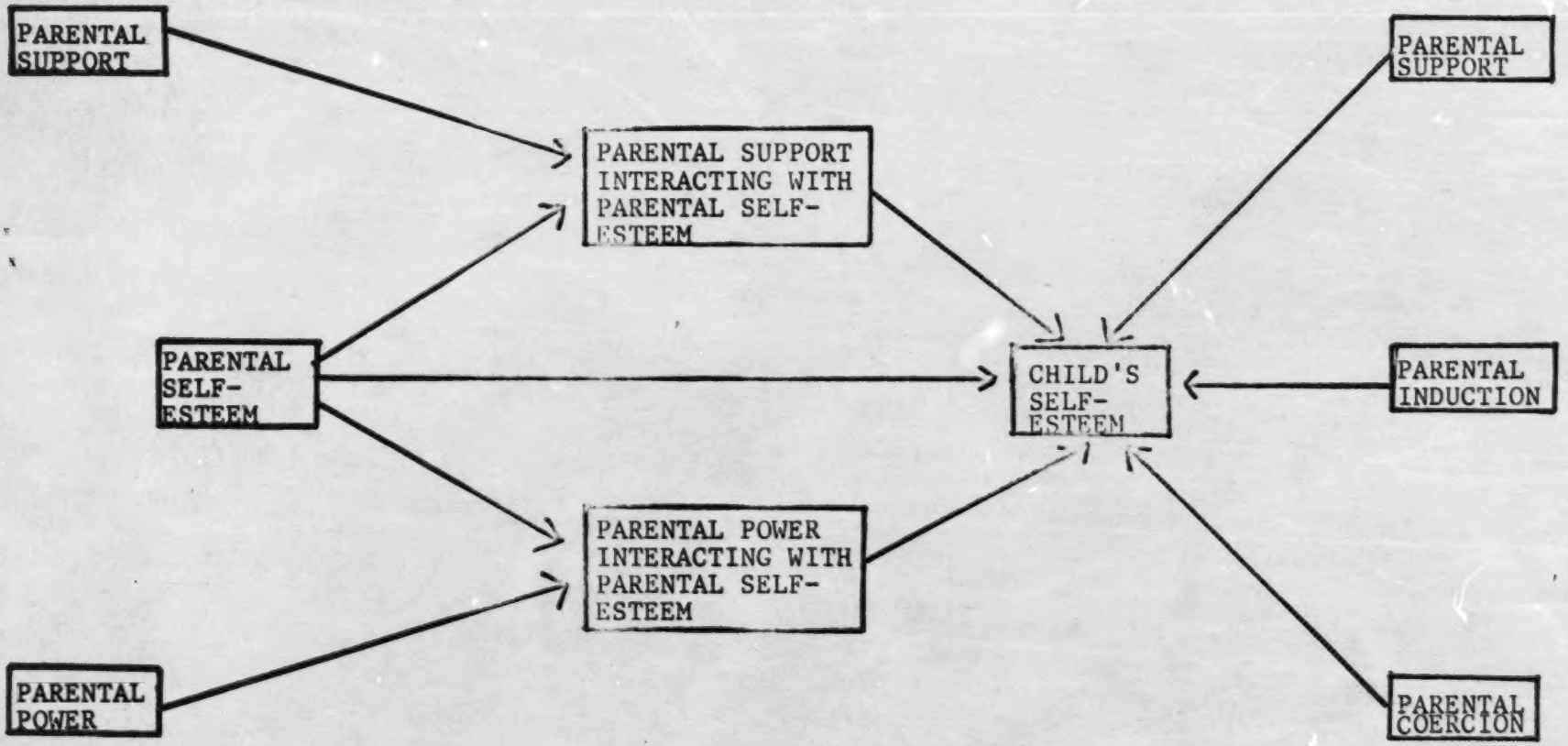


TABLE 1: R^2, F values, and Multiple Partial Correlations for Symbolic Interaction and Social Learning Variables on Various Dimensions of Self-Esteem

Dimensions of Self-Esteem

	Social Worth							Self Derogation						
	Full Model	Symbolic Interaction			Social Learning			Full Model	Symbolic Interaction			Social Learning		
Dyad	R^2	R^2	F	R^*	R^2	F	R^*	R^2	R^2	F	R^*	R^2	F	R^*
Father-Son	.26	.23	11.11***	.1591	.12	2.38	.0390	.13	.10	6.80***	.1031	.03	2.04	.0333
Father-Daughter	.29	.24	5.86***	.0897	.22	4.18**	.0658	.26	.08	19.27***	.2449	.02	14.46***	.1956
Mother-Son	.36	.25	19.44***	.2470	.15	10.19***	.1467	.16	.07	9.93***	.1429	.02	6.38***	.0968
Mother-Daughter	.35	.21	16.22***	.2169	.17	12.61***	.1772	.16	.09	4.96**	.0769	.09	4.96**	.0769

	Positive Self-Esteem							Social Competence						
	Full Model	Symbolic Interaction			Social Learning			Full Model	Symbolic Interaction			Social Learning		
Dyad	R^2	R^2	F	R^*	R^2	F	R^*	R^2	R^2	F	R^*	R^2	F	R^*
Father-Son	.09	.01	.65	.0107	.08	5.21**	.0808	.04	.02	1.23	.0204	.02	1.23	.0204
Father-Daughter	.14	.08	6.94***	.1042	.04	4.17**	.0652	.09	.08	1.96	.0319	.06	.65	.0109
Mother-Son	.04	.01	.61	.0103	.03	1.86	.0303	.20	.02	10.37***	.1489	.06	13.33***	.1837
Mother-Daughter	.14	.06	5.55**	.0851	.02	2.08*	.0337	.04	.03	1.23	.0204	.02	.61	.0103

R^* = Multiple Partial Correlation

* = ($p < .05$)
** = ($p < .01$)
*** = ($p < .001$)

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